

Inclusive Education Symposium 2018

October 3&4, 2018, Grande Prairie, AB

Wednesday, October 3, 2018

6:30pm Registration/Welcome

7:00-8:15pm Keynote: Les Redick *"ADHD Across a Lifetime"*, Ballroom 1

Thursday, October 4, 2018

8:30-9:00 Registration/Welcome

First Morning Sessions 9:00-10:15am

A1. *"ADHD: The Science and Emotional Wellness within ADHD"* Les Redick, Ballroom 1

A2. *"Writing Effective IPPs: Focusing on Writing IPPs for Behaviour"* Dawn Reithaug, Ballroom 2 (full morning session)

A3. *"K-6 - Brain Games to Engage Students in An Inclusive DI Classroom"* Dana Laliberte, Salon C (full morning session)

Second Morning Sessions 10:30-11:45am

B1. *"Supporting the Deaf and Hard of Hearing"* Amy Cornick & Taylor Hanley, PCS, Ballroom 1

B2. *"Writing Effective IPPs: Focusing on Writing IPPs for Behaviour"* Dawn Reithaug, Ballroom 2 (full morning session continued)

B3. *"K-6 - Brain Games to Engage Students in An Inclusive DI Classroom"* Dana Laliberte, Salon C (full morning session continued)

B4. *"Addressing Learning Disabilities in the Inclusive Classroom"* ATA, Poplar Room

B5. *"Visuals: I See What You Mean"* Kristin Weins, Salon B

B6. *"Literacy for All: Supporting Literacy Learning for Students with Significant Cognitive Disabilities"* Sandra Gluth, Salon A

Lunch (included) 11:45am-12:45pm

First Afternoon Sessions 12:45-2:00pm

C1. *"Executive Functions for Teachers: Helping the ADHD Student"* Les Redick, Ballroom 1

C2. *"Strategies for Dealing with Difficult Behaviours"* Robyn Combres, Poplar Room (full afternoon session)

C3. *"Mindfulness Matters"* Kristin Weins, Salon B (full afternoon session)

C4. *"Winning Strategies for Inclusive Classrooms"* Jacqueline Werstiuk ATA, Salon A

C5. *"Writing Effective IPPs: Focusing on Writing IPPs for Reading"* Dawn Reithaug, Ballroom 2 (full afternoon session)

C6. *"7-12 - Scaffolding Instruction and Assessments in the DI Classroom"* Dana Laliberte, Salon C (full afternoon session)

Second Afternoon Sessions 2:15-3:30pm

D1. *"Professional Panel"* Les Redick, Mike Heckbert, Ballroom 1

D2. *"Strategies for Dealing with Difficult Behaviours"* Robyn Combres, Poplar Room (full afternoon session continued)

D3. *"Mindfulness Matters"* Kristin Weins, Salon B (full afternoon session continued)

D4. *"Numeracy for All: Supporting Numeracy Development for Students with Significant Cognitive Disabilities"* Sandra Gluth, Salon A

D5. *"Writing Effective IPPs: Focusing on Writing IPPs for Reading"* Dawn Reithaug, Ballroom 2 (full afternoon session continued)

D6. *"7-12 - Scaffolding Instruction and Assessments in the DI Classroom"* Dana Laliberte, Salon C (full afternoon session continued)

Wednesday, October 3rd

Evening Keynote Presentation –Les Redick 7:00-8:15pm

ADHD Across a Lifetime

ADHD looks very different as it moves from childhood to adolescences through to adulthood. It is important to recognize how these stages reveal themselves and what can be done to help the symptoms. Through Les' personal stories, parents will gain a clearer understanding of what it is like to be a child, as well as an adult, with ADHD. They will also gain insight into what ADHD is and how it reveals itself at home. Les shares examples of how children with ADHD struggle with Executive Functioning and share strategies to provide support at home. (Topics: Sugar & Additives, Emotional Dysregulation, Driving, Criminal Behavior, Peer Rejection and when will my ADHD go away.)

Thursday, October 4th

First Morning Sessions 9:00-10:15am

A1. "ADHD: The Science and Emotional Wellness within ADHD" Les Redick

Participants are taken through some of the current scientific research behind ADHD. The group will understand what affect ADHD has on Emotional Wellness (E.W.) and how teachers can support E.W. in the classroom. Topics include: The Biochemistry of ADHD, Increasing Resiliency, Creating a Growth Mindset in ADHD individuals, Helping Poor Problem Solving/Time Management, and how to talk to parents about medications.

A2. "Writing Effective IPPs: Focusing on Writing IPPs for Behaviour" Dawn Reithaug

Full morning session

This session can help educators construct relevant, meaningful, and measureable IPPs. Using examples from behaviour, Dawn will clearly differentiate between goals, objectives, and strategies. She will also talk about ways to collect data and measure progress. Using materials from the session, participants will engage in partially constructing IPPS for behaviour.

A3. "K-6 - Brain Games to Engage Students in An Inclusive DI Classroom" Dana Laliberte

Full morning session

We continue to learn more and more about the brain. Come learn some practical ideas to use in the classroom on Monday with your students. Tap into the research and increase your students' chances of success. Dana will send you home with ideas she and fellow teachers have used in the classroom.

Second Morning Sessions 10:30-11:45am

B1. “Supporting the Deaf and Hard of Hearing” Amy Cornick & Taylor Hanley, PCS

Topics will include:

- Impacts of Hearing Loss on:
 - Language
 - Literacy
 - Vocabulary
- Supporting these domains in the classroom
- Planning a literacy and language intervention (C. Mayer)
- Resources

B2. “Writing Effective IPPs: Focusing on Writing IPPs for Behaviour” Dawn Reithaug

Full morning session continued from first morning block

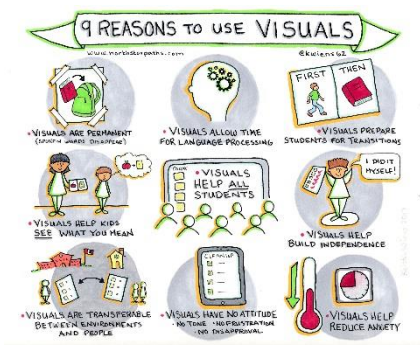
B3. “K-6 - Brain Games to Engage Students in An Inclusive DI Classroom” Dana Laliberte

Full morning session continued from first morning block

B4. “Addressing Learning Disabilities in the Inclusive Classroom” ATA

Participants will consider the broad range of students who may have learning difficulties and engage in activities that simulate some of the most common challenges (visual, hearing, motor coordination, conceptual and organizational, and social disabilities). The workshop provides resources, basic strategies and other interventions to begin to address these conditions, but does not examine severe disabilities.

B5. “Visuals: I See What You Mean” Kristin Weins



The possibilities of how and when to use visuals to support students are endless and exciting. Join Kristin to deepen your understanding of the importance of visuals and explore options for settings K-12. Share your favourite visual ideas with others and leave with resources, ideas, templates and inspiration. Kristin will bring lots of samples to show you... because samples are visuals too!

B6. “Literacy for All: Supporting Literacy Learning for Students with Significant Cognitive Disabilities” Sandra Gluth

Are you looking for information, research-based instructional approaches, and effective instructional and learning strategies to better meet the literacy and communication needs of students with significant cognitive disabilities? This session will highlight key learnings from the Alberta Literacy for All Community of Practice (2011-2017) to support reading and writing success for students with significant disabilities.

Target Audience: Teachers, Learning Coaches, Speech Language Pathologists, Occupational Therapists, and Educational Assistants of Students with Moderate to Severe Cognitive Disabilities

First Afternoon Sessions 12:45-2:00pm

C1. "Executive Functions for Teachers: Helping the ADHD Student" Les Redick

Teachers are lead through a discussion on how to manage poor executive functions in the classroom. Thomas Brown's model of Executive Functions are used to give teachers tips and strategies that allow them to better manage ADHD/Executive Function deficits in any grade level classroom.

C2. "Strategies for Working with Difficult Behaviours" Robyn Combres

Full afternoon session

What is challenging behaviour?

What is the function of challenging behaviour?

The ABC's of behaviour

Reinforcement and Consequences

Replacement behaviours

Behavioural strategies-universal, selected, and targeted which could include both self-regulation and mindfulness

Factors that impact behaviour-mental health, drugs, alcohol, (student or family challenges)

A review of Dr. Martin Brokenleg's Circle of Courage and how it plays into behaviour

There will lots of time to work on developing a plan for a specific student, group discussions, and questions.

C3. "Mindfulness Matters" Kristin Weins

Full afternoon session

Explore resources and strategies for introducing students to mindfulness. Kristin will share her favorite activities from a variety of resources. Come prepared to participate in activities and to share your own ideas and experiences with the group. Mindfulness is a wonderful way to help students increase their self-regulation....teachers benefit as well.

C4. "Winning Strategies for Inclusive Classrooms" Jacqueline Werstiuk, ATA

Alberta schools are founded on the concept that all students can learn, regardless of their abilities. When teachers plan for and use effective learning strategies designed to help struggling learners, they also support many other students. This workshop will provide teachers with tools and strategies that can be used in any grade with all types of students. Engaging, interesting and active, this session will give participants ideas to incorporate into lessons immediately for positive results.

C5. "Writing Effective IPPs: Focusing on Writing IPPs for Reading" Dawn Reithaug

Full afternoon session

This session can help educators construct relevant, meaningful, and measureable IPPs. Using examples from reading, Dawn will clearly differentiate between goals, objectives, and strategies. She will also talk about ways to collect data and measure progress. Using materials from the session, participants will engage in partially constructing IPPs for reading.

C6. "7-12 - Scaffolding Instruction and Assessments in the DI Classroom" Dana Laliberte

Full afternoon session

All teachers, if teaching in a differentiated classroom that is going to meet the needs of today's learner in an inclusive setting, must become experts in assessment. Striving to develop inclusive classrooms means incorporating the practical elements of a differentiated classroom. It is about intentional design. Becoming adept at formative assessment is the key to quality teaching and scaffolding instruction. Learn some practical tools and ideas that will help your students move their learning forward. Participants will walk away with a variety of ways to scaffold instruction while providing timely, specific, quality feedback.

Second Afternoon Sessions 2:15-3:30pm

D1. "Professional Panel" Mick Heckbert & Les Redick

This session will provide participants an opportunity to ask questions regarding specific/individual classroom conditions or programming inquiries of the professional panellists.

D2. "Strategies for Working with Difficult Behaviours" Robyn Combres

Full afternoon session continued from first afternoon block

D3. "Mindfulness Matters" Kristin Weins

Full afternoon session continued from first afternoon block

D4. "Numeracy for All: Supporting Numeracy Development for Students with Significant Cognitive Disabilities" Sandra Gluth

Numeracy as well as literacy is fundamental to student success. However, many students with significant cognitive disabilities lack a sound foundation in early mathematical skills and knowledge necessary to be numerate and to confidently and effectively use numeracy to meet the everyday demands of life. This session will highlight key learnings from the Alberta Numeracy for All Community of Practice (2012-2016) and provide ideas, strategies, and resources to support numeracy learning for students with significant cognitive disabilities.

Target Audience: Teachers, Learning Coaches, Speech Language Pathologists, Occupational Therapists, and Educational Assistants of Students with Moderate to Severe Cognitive Disabilities

D5. "Writing Effective IPPs: Focusing on Writing IPPs for Reading" Dawn Reithaug

Full afternoon session continued from first afternoon block

D6. "7-12 - Scaffolding Instruction and Assessments in the DI Classroom" Dana Laliberte

Full afternoon session continued from first afternoon block

Presenter Biographies

Les Redick For over 30 years, Les has taught ADHD and Learning Disabled students from grades 7 through 12. In addition to his professional experience, Les has personal experience living with ADHD himself and raising a son with ADHD. This combination of professional and personal experience has given Les an excellent perspective on ADHD, executive functioning issues and motivation. He has been speaking professionally on the topic of ADHD for almost 10 years. In 2014, Les presented at the Learning Disabilities Association National Conference in Anaheim, CA. He has also presented at the Inclusive Education Specialist Council Conference in Alberta as well as at various jurisdictions across the province. Les recently finished his MEd in Education Research with a focus on ADHD through the University of Calgary. He currently works at North Point School teaching elementary and junior high Math.

Dawn Reithaug is an educational and behavioural consultant. She has worked as a classroom, ESL, LA, behaviour program, and diagnostic centre teacher. She has also served as a Coordinator for a First Nation's School and as a Consultant – Curriculum and Instruction. She has a Master of Education degree in Special Education from the University of Victoria, BC.

She has written twelve books. A Handbook On Naturalistic Reading Assessment (1991), A Handbook On Adapting and Modifying Programs (1995), Orchestrating Academic Success by Adapting and Modifying Programs (1998), Orchestrating Positive and Practical Behaviour Plans (1998), Orchestrating Success in Reading (2002), The Learning Folder (2003), A Guide for Developing IEPs for Reading (2005), Supporting Adolescent Readers (2007), Three Tiers of Instruction and Intervention for Reading (2009), Three Tiers of Positive Support and Intervention for Behaviour (2010), A Guide for Conducting the FBA and Developing the BIP (2012), and Supporting Practices for use by EAs Book 1: Reading (2015) and Book 2: Writing (2016). Dawn's books are being used by educators across North America, Australia, and in several other countries.

Dawn offers seminars based on her publications, and enjoys helping to bring the research into practice to support students who have challenging behavioural or academic needs.

Dana Laliberte For 32 years Dana worked for Holy Family C.R.D. #37 in Peace River as a teacher, Supervisor of Special Services, assistant principal, principal and Assistant Superintendent of Curriculum and Instruction. Dana has a Special Education background and a Masters Degree in Education Administration focused on leadership in the area of learning disabilities. She has a passion for students with challenges and likes nothing better than to brainstorm ways on how to improve teaching and learning. She believes we must build on students' talents and be familiar with the new brain research. Retirement plans include spending time with grandchildren, camping, working as an educational consultant, and continuing her work as a Certified Presenter for the Climate Reality Project – her gift to the earth.

Amy Cornick is an Educational Consultant for Deaf and Hard of Hearing students with Peace Collaborative Services. She received a Bachelor of Physical Education from Memorial University of Newfoundland, a Bachelor of Education from the University of Maine and is currently finishing her Masters of Special Education/Deaf and Hard of Hearing degree with the University of Northern Colorado. She is originally from Newfoundland, but has lived and taught in Grande Prairie for the past nine years and three of those years have been working with PCS supporting deaf and hard of hearing students, school staff and parents.

Taylor Hanley is an Educational Consultant for Deaf and Hard of Hearing Students with Peace Collaborative Services. She received a Bachelor of Arts and Bachelor of Education (Intermediate/Secondary) from Memorial University of Newfoundland and Masters of Educational Psychology with a concentration in Deaf and Hard of Hearing from Mount Saint Vincent University. She has been living in Peace River for the past three years and working as a classroom teacher and I-Coach (Inclusive Education Support Teacher). She started working with PCS last March after finishing a Deaf and Hard of Hearing Strategist practicum placement with the Calgary Board of Education. Taylor is passionate about working with complex needs students and assisting classroom teachers better support these learners.

Kristin Wiens (@kwiens62), MEd, is an Inclusion Coach for Sooke School District (#62) on Vancouver Island. She supports Integration Support and classroom teachers from Kindergarten to grade 12. She facilitates workshops on a variety of topics including mindfulness, self-regulation, visual supports and PATHs (Planning Alternative Tomorrows with Hope). During her Masters in Special Education she studied mindfulness and self-regulation. For her final project she wrote and illustrated a children's book, *"My Gratitude Jar"*. *She creates graphics on topics related to education which are shared widely on social media. She also co-creates Long Story Shortz stop motion videos for eudcators* available at: www.northstarpaths.com .

Sandra Gluth is a creative and solution-focused educator and facilitator with a passion for making learning relevant and engaging for each and every student - and each and every educator! She spent many years as a teacher and consultant with Edmonton Public Schools where she combined her passion for teaching with the use of technology to support literacy learning for students, including those with diverse learning needs. Currently, Sandra designs and facilitates professional learning for teachers and school leaders across Alberta and in the province of Quebec. Areas of focus include universal design for learning, differentiated instruction, flexible and inclusive learning environments, and meaningful literacy and numeracy instruction for students with significant disabilities.

Robyn Combres is a registered psychologist who lives in Sylvan Lake, Alberta with her husband and her two daughters. Over the last 20 years, Robyn has gained valuable experience working with difficult behaviors in a number of positions including educational assistant, a community outreach worker, family school liaison, and a district psychologist. For the past seven years, Robyn has been specialized in working with individuals with severe behaviors around the province in her private practice. Her clients have ranged in age from 3 years to late adulthood. This is a passion for Robyn and she dedicates her career to supporting those who work with and live with individuals with severe behaviors and the clients themselves.

Mike Heckbert is a Psychologist with Peace Collaborative Services (PCS). PCS serves Northwest Alberta with a team of specialists that supports staff and students from Kindergarten to Grade 12 participate fully in their educational programs and achieve their maximum learning potential.

Jacqueline Werstiuk is a Secondary ESL Consultant with Edmonton Catholic Schools. Jacquie has over 25 years teaching experience in a wide variety of roles. Most of her career has been with district programs for exceptionalities, such as working with students who have learning disabilities and severe behaviour needs. For the last 7 years of her classroom work, Jacquie was ESL Designate for her school, where she programmed for and delivered intensive instruction for the large ELL population. Jacquie obtained her Master's Degree in Teaching English as a Second Language from the University of Alberta in 2014. In her current role as ESL Consultant, she is responsible for programming needs in 26 junior high and high schools in the Edmonton area. Jacquie lives in Edmonton with her husband and three teenage sons. She loves yoga, playing guitar and spending time with her family.